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ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on guiding at-risk students in the language arts classroom is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

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Learning Package #16

Guiding At-Risk Students in the Language Arts Classroom

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

GUIDING AT RISK STUDENTS IN THE LANGUAGE ARTS CLASSROOM

by Marge Simic

Lecture

When we think of underachievement in school, particular children come to mind -- slow learners, those who score low on tests, the inattentive, the troublesome, and the inarticulate, many of whom are poor readers and writers. Their difficulties have been attributed to causes such as lack of experience, physical and health problems, linguistic and cultural diversity, and general discontinuity between school and home. The term "at-risk" encompasses a wide range of learner characteristics. We have a tendency to quickly associate impoverished and ethnic minority groups with these characteristics. They tend to become statistics in suicide, teen parenting, neglected and abused children, and the homeless. Experience, and the exposure that media provide, alerts teachers to the fact that the term "at-risk" is not the label that should be reserved for only impoverished and ethnic minority groups.

Let us make the definition more compact, and in so doing broaden the scope of those considered to be "at-risk" in our society. Simply stated, "at-risk" students share the common characteristic of disenchantment with school learning. These students scrape through school with less than adequate basic skills for functioning in society. This disenchantment endangers

their school learning and inhibits a successful transition from school to productive lives. In spite of this broadening scope, recurrent public concern and professional attention has been focused on making provisions for many of these children. There has been a shift from the expectation that schools are the answer to combating illiteracy to looking toward a variety of institutions, businesses, and organizations to meet the literacy needs of the growing at-risk population. The narrow age range of school years has been expanded to include young children and their families as well as adults in the workplace.

Our present concern extends beyond this recognized educational problem to include the concealed underachievement pervading classrooms and schools. Many bright children find they can satisfy the requirements of the school with very little real effort. Average learners get by with repetitive pre-formulated learning, often verbally transmitted by the teacher and practiced in workbooks, worksheets, and exercises. Children who are slow to learn for whatever reason, and find reading and writing difficult, are most at-risk in school. Reading teachers maintain that at-risk students have difficulty at the onset of reading instruction. This difficulty is complicated by continual failure, where the emotional impact and confusion of failure magnifies their problems. Their self-esteem, and confidence in their ability to learn diminishes as they increasingly face demands for reading and writing in various

areas of the curriculum. For them, as for many others, there is often little opportunity to learn through other non-literacy abilities, or to develop their own special interests and talents.

Yet, we know that schools can and do make a difference in children's lives, in what they can learn and in how they feel about learning. Parish and Parish (1989) stated emphatically that schools do make a difference and the difference is substantial. Schools that are effective in promoting progress with one group of children tend to be effective for children in other groups.

Many factors contribute to the greater effectiveness of schools:

1. **Teachers provide a well-organized framework for learning, yet allow children some freedom within this structure.**

   Planning often consists simply of what the teacher plans to do with little or no reference to the students or the objectives. Teachers' objectives must somehow be transferred and become student objectives to be most effective. If a student feels no need for the goal, the only source of motivation would be to please the teacher. This is a weak incentive that becomes even weaker as students get older.

   The most effective motivation is not the result of teachers telling students that a certain learning activity is

important. Rather, it arises from putting students into a situation where they see for themselves how the learning will assist them in solving a realistic problem. Students can be eased into learning situations where they will learn as a natural consequence of wanting to reach an end which they view as desirable.

Few learners want to be told precisely what they are to learn, how they are to learn it, and how well they are to learn it. No matter how much we want them to learn, we cannot make them learn. We can lead them to want to learn by good planning, and the creation of an environment that provides the kinds of challenging activities that make the pursuit of a skill or concept desirable.

Planning is an essential requisite to classroom environment and motivation in the learning process. Proper planning will create a classroom environment that will be conducive to principles of growth and learning relevant to the students that make up a particular class. Only when proper planning creates this type of environment will the efforts of teachers result in maximum motivation levels of the learners. It will be the environment that determines the levels of motivation, as well as the extent to which desired levels of motivation are maintained.

At-risk students often receive teacher-dominated instruction that does not allow them to control their own learning. This teacher-dominated instruction contributes to a passive rather than an active learning stance. Teachers need to orchestrate instruction by using strategy-based instruction, modeling these strategies, asking students to assess their strategy use, and letting students choose their reading material. Children with reading difficulty are often forced into materials that are chosen because they are the "correct readability level" for them. Many teachers rely too heavily on readability formulas as the primary way of choosing appropriate books for reluctant readers. Books with lower readability levels should not be tagged for children in a special group. Any book that pleases a reluctant reader should please an enthusiastic reader as well. A good story well told will encourage any youngster to read. If the book does not move the reader, the reader will not move the book.

2. **Teaching should be intellectually challenging.**

One of the greatest responsibilities of any teacher is to create or develop an environment in the classroom that challenges the students but does not threaten them. Teachers must remember that a situation they see as challenging might be viewed as threatening by students.

Learners pursue tasks with greater intensity when these tasks fall in the appropriate range of challenge -- not too easy and not too hard. Success seems quite possible, but not a sure thing, in these tasks. Students are more likely to exhibit a zest for learning when they are in an environment that is stimulating and challenging, yet interspersed with encouragement, success, and happiness. However, this type of atmosphere is not likely to occur if teachers fail to differentiate their instructional procedures and materials. At-risk students often are given inappropriate materials. Teachers need to think critically about the materials they use with these students, and how they use the materials. Keeping every student on the same page or always doing the same assignment is probably the biggest motivation-killer stalking our classrooms today.

In creating the proper classroom environment, the answer lies partly in the materials and activities and partly in the teacher's manner of presentation. Teachers must take into account the engrossing interests of students, for it is the pursuit of what they really want to know that sharpens the perception and stirs an inner urge to achieve or complete a specific task. An open curiosity or desire has more potency in learning than does threatened enforcement of some punishment or denial of a reward.

What it takes to create a particular desire in one individual may or may not create the same desire in someone else. Students must see some need for participation in and completion of the task with which they have been confronted. Probably the best way to motivate learners to want to learn a skill or concept is to convince them that they need it, that to possess this skill would be advantageous to them in their real world. Noting a skill's existence and its use can provide the needed incentive for study of the topic as well as opportunities for real-life application. When we do something because we want to, it is more exciting, easier, and worthwhile simply because no one required or even expected us to be able to do it. Young learners instinctively want to learn, but they do not always want to engage in those activities the teachers feel will result in learning the skill or concept.

Teachers often set up automatic deterrents to learning when they expect the students to respond to concepts that are meaningless or even inconceivable to them. It is imperative that the differences in student interests and abilities to considered when planning instructional activities. Any time an instructional program is out of line with the needs and interests of the learners, the results will probably be apathy or frustration. The program

that is too difficult or lacks challenge usually brings about failure, frustration, and/or behavioral problems rather than achievement. An ideal learning situation occurs when progressively more difficult or challenging goals are set and the learners keep at the task until they succeed in reaching their identified goals.

These two factors -- providing a framework, and making teaching intellectually challenging -- have particular significance in that teachers should be willing to recognize the value of allowing children some initiative in learning. Additionally, teachers should have positive attitudes toward children's ability to learn, and be willing to offer them more than the obvious school routines. Many of us thinking back to our school days can pinpoint teachers who inspired and challenged us, thereby opening the way to learning and to interests that have lasted throughout the years.

Many schools have endeavoured to help underachievers by increasing the range and quality of experiences offered. Provisions have been made for children with physical and health problems. Attention has been given to revising goals and procedures to facilitate the learning of children from diverse cultures and linguistic backgrounds. According to Fraatz (1987), discontinuities between home and school are experienced to some extent by all children because of the special role of the school to educate. The differences are greater and more traumatic for those

children whose home culture and language is furthest removed from the school.

A chief concern of school is literacy, and it is in this area that children who are slower to learn are most vulnerable. What is meant by achievement in literacy? The concepts change over time. Traditionally, literacy in school meant reading and writing, often at minimal levels. Such low competence does not adequately serve young people in the modern world. Hirsch (1988) shows that successful literacy is rooted in culture and entails taking part in community life -- that is, in literacy events that have purpose and meaning within the social/cultural group. Literacy flourishes where it has purpose and value for those who use it. This knowledge makes us pause and wonder whether some children in school fail in literacy because school reading and writing tasks often serve no real purpose that children can discern.

There is no doubt that underachievement begins in the earliest days of school if modes of teaching do not allow children to find a way to literacy. What teachers can do for all children is to enable them to know and enjoy stories, to learn that stories and books are sources of pleasure and satisfaction, that they can read and handle books themselves, and make their own meanings. It is in sharing books with adults and talking about them as they read that children learn to bring the knowledge they have of the world to the meanings being made in text.

In the rapid pace of instruction geared to cover an abundance of contexts, teachers often fail to promote the elaboration of reading processes and personal knowledge. At-risk students especially need ample opportunities to elaborate and extend their learning. "Revisiting" or rereading text allows students to elaborate the strategies underlying effective reading. During initial reading students are constructing meaning. When rereading a passage, however, students are freed to elaborate upon how they constructed the meaning.

With the shift in the way we think about reading, the teacher -- rather than the material -- becomes the critical element of instruction. Group interaction and discussion have become more important in the classroom. No longer should students be isolated in a battle of frustration with materials and exercises similar to those he or she battled with last year. Teachers need to actively explain, model, give examples, explain again, provide support, encourage, and interact with the students rather than diagnose, prescribe, and evaluate through tests and worksheets. Strategy-based instruction that models effective reading procedures in the context of real reading events helps at-risk readers take control of their reading. Teachers need to describe the reading process and talk out loud about how meaning is constructed. Students may be hesitant to talk about their reading problems. As teachers reveal the confusion even good readers encounter and model successful

methods for dealing with the problems, students may become more comfortable with talking about their own difficulties. The teacher must create an atmosphere in which students feel safe discussing their comprehension problems. When that happens, group sharing of comprehension problem-solving techniques evolves. The effort pays off as students gain insight into the active role readers must play to understand what they read. Teachers further extend strategy instruction by having students talk about their successes in understanding what they read, and the specific strategies and efforts they attributed to their success. When students are able to recognize this type of success, this self-assessment facilitates the shifting of comprehension control from the teacher to the student.

Having students choose their own reading material puts them in control of their purposes for reading and their meaning construction. They are free to answer their own questions, rather than those of the teacher. Thus, they develop a sense of ownership of their interpretation.

Problems of underachievement in literacy can be tackled if we as educators intelligently apply the knowledge that we now have of:

- the processes involved in reading and writing.
- the kinds of early literacy experiences that seem to make for successful entry to literacy.

- the value of intellectually-challenging teaching at all levels.

If our concern for underachieving children is real we must set our minds to:

- examine our practice at the beginning of school, and create conditions and programs that allow a point of entry to children from all social, cultural, and linguistic backgrounds.
- move away from trivializing literacy by reducing it to skills learning, and improve the quality and the range of books and stories offered to children.
- provide more opportunities for children to transform, elaborate, extend, and reformulate ideas and experiences.
- become aware of children who after a year of schooling have very little understanding of what is involved in reading, and find ways of helping them, e.g. through Clay's Reading Recovery Programs (1985).
- create literate environments in school in which children use reading and writing for most crucial and significant purposes.
- stimulate children to find language and literacy of real value to them for reflecting on, organizing and

reformulating experience, and making knowledge of it.

Reflecting back, our notions about who is at risk may be changing. In describing how to "guide" at-risk students, we ultimately have described instructional approaches and environments that all children can grow and thrive in. Educators must be sensitive enough and empathetic enough to realize that all students can become "at-risk" students regardless of label or classification. But all those children also have the potential to be successful, enthusiastic learners. All teachers have the challenge to provide a classroom environment that not only encourages participation, but challenges and stimulates all young minds' capabilities. This will assure a level of achievement that is commensurate to the enthusiasm and ability of these learners. All literacy efforts share the goal of creating independent, strategic readers and writers who have learned how to keep on learning.

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ERIC Clearinghouse on Reading and Communication Skills

ERIC Digest

Communication Apprehension: The Quiet Student in Your Classroom

Communication apprehension is far more than the stage fright frequently found in speech classrooms, school assemblies, and drama productions. It is a pattern of anxiety, established often in the elementary grades, which can profoundly affect much or all of a student's oral communication, social skills, and self-esteem. This digest examines some causes and consequences of communication apprehension and ways in which it can be diminished.

What Is Communication Apprehension?

Communication apprehension (CA) has been defined as an "individual level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey 1977). This anxiety is a significant problem at the elementary school level. Research reveals that at least 11 percent of the elementary students experience severe CA, and an additional 20 percent may experience enough anxiety to warrant some sort of intervention (Harris 1980; Garrison and Garrison 1979; Wheeless 1971).

Communication anxiety can be situational rather than pervasive in a child's behavior. "A tendency to be anxious when communicating may be specific to only a few settings (e.g., public speaking) or may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life" (Friedman 1980). Much research has dealt with CA in terms of a personality trait, but more recently the idea of CA has expanded to include both trait and situation views (McCroskey 1977).

What Causes Communication Apprehension?

General personality traits such as quietness, shyness, and reticence frequently precipitate CA. According to Friedman (1980), when the ability and desire to participate in discussion are present but the process of verbalizing is inhibited, shyness or reticence is occurring. The degree of shyness, or range of situations that it affects, varies greatly from individual to individual.

Seven factors which could result in a quiet child have been identified (McCroskey 1980; Bond 1984):

1. low intellectual skills
2. speech skill deficiencies
3. voluntary social introversion
4. social alienation
5. communication anxiety
6. low social self-esteem
7. ethnic/cultural divergence in communication norms

While CA is but one of these factors, the others can lead to CA. At the same time, their presence should not necessarily be interpreted as CA.

Another widely accepted explanation for CA is the Negative Cognitive Appraisal Model (Glaser 1981). The model assumes that the quiet child was criticized for his or her early language performance. As a result, the child learned to expect negative reactions and subsequently learned to avoid them by keeping quiet. Even if teachers, parents, or other children merely *appear* to be reacting negatively to such a child's talk, the child will perform poorly and avoid oral communication situations (Bond 1984).

What Are the Consequences of Communication Apprehension?

The consequences of CA are emotional, educational, and social. Shyness and reticence affect the social skills necessary for children to make friends. Shy students tend to confine their career aspirations to vocations that require little oral communication. They seem to have a higher need to avoid failure, and they have less achievement or success motivation than other students.

In the classroom, the teacher may regard quiet students as "perfect" in that they are not discipline problems. But often the CA students' lack of response or participation has a negative, spiraling affect—they are perceived as less capable, and are thus called on less frequently in class discussion. Their lack of enthusiasm tends to limit teachers' attention to them, which further reinforces their own low self-evaluation (Richmond 1984; Friedman 1980).

How Can CA Be Prevented or Reduced?

The school environment can play a vital role in the prevention of communication apprehension. For example, thirty elementary and secondary teachers focused attention on the prevention of reticence, and identified several characteristics of a healthy classroom. These included

- creating a warm, easygoing climate in the classroom
- helping students get to know one another at the beginning of the year
- using drama and role-playing situations
- having students speak to the class in groups or panels rather than individually
- allowing students to work with classmates with whom they feel most comfortable

- having students speak from their seats rather than from the front of the room
- presenting students with oral activities in a developmental sequence (Friedman 1980)

Writing more specifically about the common "stage fright" type of CA, Suid (1984) suggests activities to overcome anxiety and improve presentation skills. These include informally questioning students concerning topics about which they are knowledgeable, reading speech transcripts and listening to master speakers, playing charades, presenting speeches without eye contact, and illustrating a speech.

To address the problem of CA on a somewhat broader level, Bond (1984) proposes a four-phase strategy:

1. require teachers in training to take more than an introductory course in oral communication (e.g., a course aimed at understanding the communication behaviors of students)
2. create basic communication courses in the earlier elementary grades
3. provide specialized treatment for quiet/shy students on a voluntary basis
4. develop classroom activities that encourage oral communication

The most commonly used treatment for CA in adults has been "systematic desensitization." This includes training in deep muscle relaxation, construction of anxiety-creating stimuli, and the graduated pairing, through imagery, of these anxiety stimuli with the relaxed state (Friedrich and Goss 1984). Variations of these methods may also be effective for younger students.

Preventing or alleviating communication apprehension for every student is a monumental if not impossible task. But simply recognizing that CA is a frequent phenomenon that often occurs early in students' lives can be a spur toward eliminating many factors that contribute to the quiet child's withdrawal from communication.

Hilary Taylor Holbrook
ERIC Clearinghouse on Reading
and Communication Skills

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Office of Educational Research and Improvement
U.S. Department of Education

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
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ERIC/RCS

Selected Abstracts from the ERIC Database

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ353787
AU: Boehnlein,-Mary
TI: Reading Intervention for High-Risk First-Graders.
PY: 1987
JN: Educational-Leadership; v44 n6 p32-37 Mar 1987
AV: UMI
DE: Elementary-Education; Learning-Experience; Teacher-Student-Ratio
DE: *High-Risk-Students; *Reading-Improvement; *Reading-Instruction; *Teacher-Education
AB: The Ohio Department of Education through collaboration with local schools and teacher training institutions developed use of the New Zealand Reading Recovery Program (one-on-one reading instruction) for high-risk first graders. Results have been remarkable; 90 percent of the at-risk students reached average level reading skills after 30 to 40 hours of instruction. (MD)

AN: EJ372776
AU: Brownstein,-Michael
TI: Saving Grace.
PY: 1988
JN: Learning; v17 n8 p36-38 Apr 1988
AV: UMI
DE: Intermediate-Grades; Personal-Narratives; Student-Adjustment
DE: *High-Risk-Students; *Illiteracy-; *Reading-Difficulties; *Student-Motivation; *Teacher-Student-Relationship
AB: Faced with a student who is unable to read, a teacher refuses to give up on her and encourages her to participate in an after-school, volunteer tutorial program. By year's end, the student has improved 34 months on standardized testing and is placed at her appropriate grade level. (JL)

AN: EJ287871
AU: Dolan,-Lawrence
TI: The Prediction of Reading Achievement and Self-Esteem from an Index of Home Educational Environment: A Study of Urban Elementary Students.
PY: 1983
JN: Measurement-and-Evaluation-in-Guidance; v16 n2 p86-94 Jul 1983
AV: UMI
DE: Elementary-Education; Lower-Class; Measurement-Techniques; Parent-Student-Relationship; Predictive-Validity; Urban-Population
DE: *Educationally-Disadvantaged; *Elementary-School-Students; *Family-Environment; *Reading-Achievement; *Self-Esteem
AB: Assessed the degree that home educational environment predicts reading achievement and student self-esteem in a study of 253 educationally disadvantaged urban elementary school students and their parents. Results showed home environment was a

significant predictor of relative and standardized achievement as well as nonacademic self-esteem. (JAC)

AN: EJ306597
AU: Dummett,-Leonie
TI: The Enigma--The Persistent Failure of Black Children in Learning to Read.
PY: 1984
JN: Reading-World; v24 n1 p31-37 Oct 1984
AV: UMI
DE: Black-Dialects; Educational-Needs; Elementary-Secondary-Education; English-; Learning-Processes; Reading-Instruction
DE: *Black-Youth; *Educationally-Disadvantaged; *Reading-Difficulties; *Reading-Research; *Research-Needs
AB: Reexamines the persistent reading failure of black students in light of current research in an effort to encourage new efforts to discover the real cause or causes of the problem and to provide solutions. (FL)

AN: EJ293641
AU: Early,-Katherine
TI: Late Blooming Is Better than No Blooming at All.
PY: 1984
JN: Journal-of-Developmental-&-Remedial-Education; v7 n2 p20-21 Win 1984
AV: UMI
DE: Athletes-; Community-Colleges; High-Interest-Low-Vocabulary-Books; Two-Year-Colleges
DE: *Adult-Literacy; *High-Risk-Students; *Reading-Improvement; *Remedial-Reading; *Tutoring-
AB: Provides a personal account of tutoring an illiterate community college student athlete. Discusses the problem of finding appropriate reading materials for adults with low skill levels. Traces the tutored student's progress, problems, and decisions for future education. (DMM)

AN: ED283133
AU: Fraatz,-Jo-Michelle-Beld
TI: The Politics of Reading: Power, Opportunity, and Prospects for Change in America's Public Schools.
PY: 1987
AV: Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($17.95, paperback--ISBN-0-8077-2857-8; $29.95, hardback--ISBN-0-8077-2858-6).
NT: 237 p.; Foreword by Seymour B. Sarason.
PR: Document Not Available from EDRS.
DE: Administrator-Role; Administrators-; Beginning-Reading; Elementary-Education; Equal-Education;

Grouping-Instructional-Purposes; Parent-Role;
Parent-School-Relationship; Power-Structure; Principals-;
Reading-Programs; Reading-Research; Reading-Skills;
Reading-Teachers; Superintendents-; Teacher-Attitudes;
Teacher-Characteristics; Teacher-Role;
Teacher-Student-Relationship; Teaching-Methods
DE: *Educationally-Disadvantaged; *Educational-Opportunities;
*Parent-Teacher-Cooperation; *Politics-of-Education;
*Reading-Instruction; *Teacher-Administrator-Relationship
AB: The result of case study interviews with teachers, administrators, and reading specialists, this book argues that the relationships of power and influence between people in schools affect dramatically the kinds of opportunities available to low-income children learning to read. In addition, this book offers suggestions for reforms based on an understanding of the way schools actually deliver services and operating power relationships. Following a foreword by S. Sarason that stresses the book's importance for educators and an introduction describing the book's point of view, the book is divided into seven chapters. Chapter 1 introduces the conceptual framework used to describe and analyze "power" and "opportunity" as school people understand and experience them. Chapter 2 analyzes the classroom setting, describing the social and instructional demands teachers must try to meet, the strategies they use to cope with the paradoxes and uncertainties that characterize their tasks, and the consequences of these strategies for equality of opportunity. Chapter 3 examines the sometimes self-defeating effect of the services provided by school and district reading specialists, while Chapter 4 describes the limited impact of school principals on equality of opportunity, arguing that even the contributions of "effective" principals are constrained by the essentially autonomous choices of classroom teachers. Chapter 5 probes how the home-school connection serves to reinforce existing inequities, while Chapter 6 looks at the politics of "downtown," showing how the district official's search for legitimacy with subordinates supports the school's mobilization of bias and, consequently, precludes attention to problems of inequality. Finally, Chapter 7 summarizes and suggests implications of the findings. An appendix describing procedures used in collecting and analyzing the data, a bibliography, and an index are included. (SKC)

AN: ED297512
AU: Gray,-Elizabeth
TI: Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties.
PY: [1988]
NT: 31 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Disadvantaged-; Early-Childhood-Education;

Learning-Strategies; Literacy-; Oral-Language;
Predictor-Variables; Premature-Infants; Prevention-;
Reading-Diagnosis; Screening-Tests; Teaching-Methods
DE: *Handicap-Identification; *High-Risk-Students;
*Intervention-; *Reading-Difficulties; *Reading-Skills;
*Remedial-Reading
AB: Studies are reviewed on early identification and remediation of "at risk" preschool, 1st-, and 2nd-grade children to prevent possible future reading failure. The research review identifies essential characteristics of reading and reading acquisition, explains difficulties in learning how to read, explores variables within the individual child which may later affect reading skills, and outlines the implications for at-risk children. Early literacy acquisition goals should involve: complementing the child's oral language goals, creating favorable language environments, and increasing students' awareness of word parts. Predicting reading performance requires effective screening programs to identify reading achievement problems. Three areas of possible deficits are identified: oral language abilities for comprehension and production, literacy knowledge gained from socialization experience, and language awareness skills. Early intervention has been found to be effective in overcoming these deficits as well as the influences of neurological immaturity and disadvantaged backgrounds. Strategies for improving reading skills involve use of environmental print, kinesthetic activities, recitation, building students' knowledge of concepts and attaching words to them, developing subtypes of reading disabilities and matching instruction to their perceptual strengths and preferences, and involving parents. (JDD)

AN: ED237210
AU: Hagin,-Rosa-A.
TI: Early Intervention with Vulnerable Children: Results of a Demonstration Project.
PY: 1983
NT: 14 p.; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Academic-Achievement; Elementary-School-Students; Grade-1; Grade-2; Intervention-; Primary-Education; Program-Evaluation; Sex-Differences; Special-Education
DE: *High-Risk-Students; *Learning-Disabilities; *Prevention-; *Program-Effectiveness; *Reading-Readiness; *Student-Promotion
AB: The program entitled Prevention of Learning Disabilities: An Interdisciplinary Model, developed and operated by the Learning Disorders Unit of New York University Medical Center, has three elements: scanning, diagnosis, and intervention. Educational intervention is done primarily by Board of Education teachers and educational assistants under the supervision of the Learning Disorders Unit staff. Children are taught individually or in

small groups three to five times each week in sessions lasting 30 minutes. The prescriptive approach employed, designed to build foundation skills necessary for progress in reading, provides directed activities to teach accuracy of perception within single modalities and intermodal skills to relate input of several modalities. Educational plans are implemented with tasks proceeding through three stages of increasing complexity: matching, copying, and recall. Evaluation of the model has indicated that, in contrast with controls, program participants improved in perceptual skills and oral reading, word recognition, phonics skills, and reading comprehension. The effectiveness of intervention has been demonstrated in a nonpromotion rate for participants of 5 percent or less. Followup data has enabled examination of additional issues, including (1) implications of early cognitive intervention on pupil adjustment, (2) sex differences in vulnerability to learning disability, and (3) the role of subgroups existing within the sample of vulnerable children. Longitudinal aspects of the evaluation have shown that educational achievement differs among subgroups. (RH)

AN: ED298443
AU: Harlin,-Rebecca; Lipa,-Sally
TI: Literacy Assessment: Does Task Format Make a Difference?
PY: 1988
NT: 23 p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami, FL, February 24-27, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Grade-1; Literacy-; Primary-Education
DE: *High-Risk-Students; *Reading-Achievement; *Test-Reliability; *Test-Validity
AB: A study examined the effectiveness of both the informal and standardized readiness measures in predicting the literacy development of both normal first grade subjects and high-risk, language-delayed primary children. Subjects, 60 first grade and 27 language-delayed children were given three informal literacy measures, the "Writing Vocabulary Test," the "Concepts About Print Test (CAP)," and the "Sentence Dictation Test," as well as a standardized readiness battery, the "Metropolitan Readiness Test (MRT)," and the "Peabody Picture Vocabulary Test (PPVT)," a language awareness measure. Data were analyzed using Pearson-product-moment correlations, linear, and multiple regression analyses. Results showed that the informal literacy measures were the best predictors of both the reading achievement of the first graders on the "Stanford Achievement Tests," and the high-risk, language-delayed subjects' scores on Clay's "Letter Identification Test." (Two tables of data are included and 20 references are attached.) (RAE)

AN: ED301327
AU: Johnson,-Jessie
TI: Language Development Component: All Day Kindergarten Program. Final Evaluation Report.
CS: Columbus Public Schools, OH. Dept. of Evaluation Services.
PY: 1988
NT: 27 p.; For 1986-87 report, see ED 288 179.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Low-Achievement; Primary-Education; Program-Evaluation
DE: *Beginning-Reading; *Extended-School-Day; *High-Risk-Students; *Kindergarten-Children; *Language-Acquisition
AB: An evaluation was made of the language development component of Columbus, Ohio's All Day Kindergarten Program (ADKP). The ADKP was instituted in Columbus' public schools in January, 1972, to provide a full day of instruction for underachieving kindergarten pupils. The overall goal of the program was to prepare pupils for first grade by providing an extra half day of instruction to pupils needing additional help and attention. In the 1987-1988 school year, 18 teachers served in 18 Chapter 1 eligible elementary schools. Each provided daily instruction for two groups of 15 pupils. For evaluation purposes, the ADKP provided 123 days of instruction. Pupils included in the final pretest-posttest analysis attended at least 98 of those days. Data were collected in five areas: (1) pupil census; (2) standardized achievement test scores; (3) teacher census; (4) parent involvement data; and (5) inservice evaluation. The overall normal curve equivalent (NCE) gain for the program averaged 20.3 NCE points for the 6-month treatment or 3.4 NCE points for each month of treatment. Based on the evaluation results, it was strongly recommended that the ADKP be continued in the 1988-1989 school year. Results are discussed and specific steps for improving program effectiveness are described. Pupil and teacher census forms, parent involvement survey forms, and general and orientation inservice evaluation forms are appended. (RH)

AN: EJ292991
AU: Jones,-Mary-Louise
TI: Providing Reading Success for Academically Disadvantaged Secondary Students.
PY: 1983
JN: Clearing-House; v57 n4 p167-70 Dec 1983
AV: UMI
DE: Content-Area-Reading; Reading-Difficulties; Secondary-Education; Student-Motivation; Teacher-Role; Teaching-Methods
DE: *Educationally-Disadvantaged; *Learning-Activities; *Reading-Instruction; *Remedial-Reading; *Skill-Development; *Study-Skills
AB: Suggests different strategies for helping the educationally

disadvantaged high school student improve his or her reading, study, writing skills. (FL)

AN: ED259631
AU: Judd,-Thomas-P.; And-Others
TI: A Research Based Approach to Students in Academic Difficulty: Characteristics and Intervention. ASHE 1985 Annual Meeting Paper.
PY: 1985
NT: 13 p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Career-Choice; Cognitive-Style; Community-Colleges; Grade-Point-Average; Higher-Education; Institutional-Research; Intervention-; Occupational-Aspiration; Reading-Comprehension; Student-Attitudes; Student-Motivation
DE: *Academic-Aspiration; *High-Risk-Students; *Low-Achievement; *Reading-Skills; *Study-Habits; *Two-Year-College-Students
AB: Community college students who experience academic difficulty as measured by grade point average were compared to students not in academic difficulty on five constructs: reading ability, career decisiveness, learning styles, study habits and attitudes, and motivational factors. The 19 students in academic difficulty and 31 students not in academic difficulty completed the following instruments: the Diagnostic Test for Language Skills, the Career Decision Scale, the Learning Styles Inventory, the Survey of Study Habits and Attitudes, and the Personality Research Form. A locally-developed interview consisting of 28 forced-choice and open-ended questions was also used to gain anecdotal data of the same measures included in the five standardized instruments. The interview also addressed other variables that related to Rockland Community College, including enrollment influences, academic aspirations, use of student services, method of academic advisement, satisfaction with the chosen curriculum, and overall satisfaction with the college. It was found that academic difficulty was most closely associated with reading comprehension skills, expectations for academic success, and study habits and attitudes. In addition to four recommendations for colleges, implementation plans in progress at Rockland Community College are identified. (SW)

AN: ED277989
AU: Kaiser,-Robert-A.; Hawes,-Kathryn
TI: College Preparation for the Underprepared High School Student.
PY: 1987
NT: 11 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cognitive-Development; Higher-Education; High-Risk-Students; Instructional-Effectiveness; Learning-Strategies;

Reading-Comprehension; Reading-Processes; Reading-Strategies; Tutorial-Programs; Underachievement-
DE: *College-Preparation; *Developmental-Studies-Programs; *Educationally-Disadvantaged; *Reading-Improvement; *Reading-Skills; *Remedial-Reading
AB: College-bound students who score poorly on the American College Test (ACT) exam (16 or below) are usually required to take an examination that measures the ability to read and interpret college level material since this ability is a significant variable in the prediction of academic success. Many of these underprepared students need specific help with vocabulary, decoding, and study skills. A program in use at Memphis State University begins at the literal level and moves toward higher levels of thinking and reasoning, using both "top-down" (meaning comes from concepts already in the mind of the reader) and "bottom-up" (meaning flows from the printed page and is recoded) concepts of reading. Diagnostic testing first determines whether students are placed in a remedial (lower) or a developmental class, where each non-credit course is organized around a set of instructional objectives and taught using a specific skills instructional model. The most fundamental need is for more instructional time. Instructors have found that many underprepared students function at a literal thinking level and are unfamiliar with higher thinking levels and/or abstract thinking. In an additional lab period, tutors teach specific skill lessons and extend the classroom instruction. Plans for evaluation of the program are in place, and data are now being collected. Student response to the program has been encouraging so far. (NKA)

AN: ED257886
AU: Luce,-Patosina
TI: The Educational Needs of American Samoan Students.
PY: 1985
NT: 15 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Academic-Achievement; Dropouts-; Educational-Opportunities; Elementary-Secondary-Education; English-Second-Language; Immigrants-; Minority-Groups; Poverty-; United-States-History
DE: *Cultural-Differences; *Educationally-Disadvantaged; *Intercultural-Communication; *Limited-English-Speaking; *Samoan-Americans
AB: Data on the status of Samoan students reveal that they suffer severe educational deprivation in many areas. This deprivation is obscured and often exacerbated by grouping data on Pacific Islanders with that on the comparatively more successful, more numerous, culturally very different and generally more urbanized Asian American groups. While early American Samoan migrants were economically successfu3, economic shifts and downturns have led to the disappearance of employment opportunities, especially for the large numbers who do not possess adequate educational skills.

The particular educational problems facing American Samoan communities are: (1) limited English proficiency skills; (2) the isolation of American Samoan communities from the schools their children attend, exacerbating poor communication between teachers and parents; (3) a profound cultural barrier; (4) a lack of knowledge of Pacific Island culture among local educational agencies and teachers; and (5) lack of technical curriculum support for schools and school districts with large Samoan enrollments. These problems lead to a high dropout rate from high school, a very small percentage of Samoans reaching and completing college, and a poor overall level of scholastic performance at all grade levels. (RDN)

AN: EJ339048
AU: McHugh,-Frank; And-Others
TI: Literacy First: A Successful Opportunity Program.
PY: 1986
JN: College-Teaching; v34 n3 p83-87 Sum 1986
AV: UMI
DE: College-Instruction; Higher-Education; Program-Descriptions; Program-Development; Program-Evaluation
DE: *English-Instruction; *High-Risk-Students; *Literacy-; *Reading-Skills; *Writing-Skills
AB: Eastern Michigan University's opportunity program for underprepared students, called the Promote Academic Survival and Success (PASS) program, is described. The improvement of the students' reading and writing skills was emphasized. This was seen as the most direct way for the students' to achieve academic competence and self-integration. (MLW)

AN: ED277975
AU: McKenzie,-Moira-G.
TI: The Problem of Underachievement in School.
PY: 1986
NT: 28 p.; Paper presented at the Annual Meeting of the World Congress on Reading of the International Reading Association (11th, London, England, May 27-31, 1986).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Compensatory-Education; Educational-Environment; Elementary-School-Students; Instructional-Effectiveness; Learning-Strategies; Low-Achievement; Material-Development; Reading-Instruction; Reading-Writing-Relationship; Role-of-Education; Writing-Instruction
DE: *Beginning-Reading; *Educationally-Disadvantaged; *Learning-Activities; *Literacy-; *Underachievement-
AB: Informed opinion suggests that problems of underachievement in school relate to the lack of particular kinds of experience, discontinuity between school and home, and linguistic and cultural diversity. If a literacy program were based on up-to-date knowledge of the processes involved in reading and

writing, and what is known of early literacy events that provide a successful entry into reading and writing for many children, a program could be developed in which reading aloud would be the central factor. An emergent reading model might follow: (1) children build up a repertoire of books and stories, (2) bridge spoken and written language, (3) explore environmental language, (4) develop concepts of print, (5) try 'reading' and 'writing' themselves, (6) get to know some words and letters, (7) develop a literacy set. If concern for underachieving children is real, it is necessary for teachers to examine their practice at the beginning of school and create conditions that allow a point of entry to children from different social, cultural and linguistic backgrounds. It is also important to move away from trivializing literacy by reducing it to skills learning, improve the quality and range of books and stories offered to children, and provide more opportunities for children to transform, extend and reformulate ideas and experience. (NKA)

AN: ED297296
AU: Medley,-Vickie; Jones,-Paul-L.
TI: What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.
CS: Memphis Literacy Coalition, TN.; Naval Technical Training Command, Millington, Tenn. Research Branch.
PY: 1988
NT: 32 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Basal-Reading; Literacy-; Reading-Achievement; Reading-Difficulties
DE: *Basic-Skills; *High-Risk-Students; *Psychoeducational-Methods; *Reading-Attitudes; *Reading-Improvement; *Reading-Instruction
AB: Project Literacy United States (PLUS) is a national service project initiated in December 1985 with the key goals of mobilizing and organizing community resources to deal with illiteracy on a local level and to raise awareness of the widespread illiteracy problem. Using concepts from the Navy's intensive reading immersion program, Memphis-Project Literacy's Westside High School intensive reading immersion program demonstrated that community partnerships can be established and mobilized to improve the basic skills of its young adults while enhancing the quality of their lives. The program incorporated special instructional techniques innovations, and incentives to increase the motivation and achievement of "at risk" youth. The program included an eye exam and hearing test; meals; group affiliation activities; communication with and participation of parents/guardians; business and community organization involvement; prompt feedback on student performance; and well-qualified and caring teachers. The Memphis-PLUS program was successful in: (1) raising student reading grade level; (2) providing a quality educational experience within school premises

which helped to develop the student's individual potential while teaching self-discipline and perseverance; (3) creating an atmosphere of positive interpersonal relationships; (4) contributing significantly to each student's mental, emotional, and physical well-being; (5) demonstrating the success of a partnership approach uniting school, home, and community; (6) communicating to the community the needs of "at-risk" adolescents; and (7) providing cultural opportunities for the students. (Acknowledgments, two tables of data, and two appendixes containing questionnaires on student attitudes are attached.) (RAE)

AN: EJ345216
AU: Mikkelsen,-Nina
TI: The Power of Story.
PY: 1987
JN: Language-Arts; v64 n1 p61-72 Jan 1987
AV: UMI
NT: Theme Issue: Literature and Literacy.
DE: Child-Language; Discovery-Processes; Educational-Research; Elementary-Education; Learning-Strategies; Reading-Interests
DE: *Discovery-Learning; *Educationally-Disadvantaged; *Self-Concept; *Story-Telling; *Writing-Instruction; *Writing-Processes
AB: Records the progress of an educationally disadvantaged immigrant child in a literacy workshop for fifth graders, including the teacher's observations of what the child read and wrote. Claims that writing requires more attention in the classroom to help children develop a coherent mental picture of themselves and their place in the world. (JD)

AN: EJ319377
AU: Nickse,-Ruth-S.; Englander,-Nancy
TI: At-Risk Parents: Collaborations for Literacy, An Intergenerational Reading Project.
PY: 1985
JN: Equity-and-Choice; v1 n3 p11-18 Spr 1985
DE: Educational-Needs; Elementary-Education; Illiteracy-; Literacy-Education; Parent-Role; Reading-Instruction; Tutoring-
DE: *Adult-Education; *Adult-Literacy; *Adult-Reading-Programs; *Educationally-Disadvantaged; *Parent-Child-Relationship
AB: Describes the conceptual and operational framework of Collaborations for Literacy, an adult literacy project based on the premise that the educationally disadvantaged parent and child are a learning unit and might benefit from shared learning activities. Project's objective is to encourage adults to improve their own reading through reading to children. (RDN)

AN: ED226361
AU: Nugent,-Harold-E.; Monroe,-Susan
TI: Critical Thinking and Problem Solving: The Evolution of a Course.
PY: 1982
NT: 15 p.; Paper presented at the Annual Meeting of the New England Association of Teachers of English (Bedford, NH, October 8-10, 1982).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Course-Content; Course-Organization; Curriculum-Development; English-Instruction; Higher-Education; Reading-Skills; Sequential-Approach; Teaching-Methods; Writing-Skills
DE: *Critical-Thinking; *High-Risk-Students; *Language-Processing; *Problem-Solving; *Student-Needs; *Writing-Instruction
AB: In an attempt to serve underprepared students--students who are beginners in writing, reading, and logical thinking skills--the English department at Keene State College in New Hampshire has been evolving a developmental English composition course designed to enable these students to participate effectively in their subsequent general education courses. Research in cognitive psychology, psycholinguistic reading theory, and rhetoric led to the assumptions that intellectual strategies needed in critical thinking and problem solving can be taught, that writing is one of the best ways to develop these strategies, that prereading and prewriting activities can improve reading and writing processes, and that language skills are best developed in realistic problem solving situations. As the pilot course progressed, problem solving emerged as the most important element, and giving the students short oral problems requiring a minimum of reading and writing skills was recognized as the most effective way to develop these skills. In the present version of the course, the sequencing of skill acquisition is based on the idea that problem solving is at the core and that reasoning, reading, and writing are processes needed to solve the problem. In the future, the designers of the course will seek problem solving exercises based on daily life and increased interaction with the general education faculty. (JL)

AN: ED301853
AU: Pinnell,-Gay-Su
TI: Hollistic Ways To Help Children at Risk of Failure.
PY: 1988
JN: Teachers-Networking:-The-Whole-Language-Newsletter; v9 n1 p1,10-12 Fall 1988
AV: Teachers Networking, Richard C. Owen Publishers, Inc., P.O. Box 819 Rockefeller Center Station, New York, NY 10185.
NT: 5 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Elementary-Education; Reader-Text-Relationship; Reading-Materials; Reading-Processes;

Reading-Writing-Relationship
DE: *High-Risk-Students; *Reading-Difficulties;
*Reading-Improvement; *Reading-Programs; *Remedial-Reading
AB: Can teachers see where the reading process is going wrong in the first years of school? Marie M. Clay designed procedures called Reading Recovery to help young children at risk of failure in reading. In the first year of an Ohio pilot study over two-thirds of the children reached average levels in reading and were successfully released from the program. Children from the first 2 years of the study have been followed, and the evidence indicates that they have continued to make good progress in reading, maintaining their gains 2 years after participation in the program. Last year, the third year of the program, over 80% of Reading Recovery children were successfully released. The goal of the program is to help children develop an independent, self-generating system for reading, the kind that good readers have, so that they can keep on learning to read better as they gain experience. The program is based on the principle that children learn to read by reading and the focus of reading is always on meaning. The child participates daily in a one-to-one intensive lesson guided by a teacher who is specially trained to help children develop strategies while they are engaged in meaningful reading and writing tasks. Learning from the success of Reading Recovery, it is possible to draw some general principles for working with young children: invest in the professional development of teachers; provide oral language support for literacy learning; provide high quality reading materials; create massive opportunities for children to read and write; and increase the teachers' observational power. (Seventeen references are attached.) (RAE)

AN: ED298468
AU: Sanacore,-Joseph
TI: Independent Reading for Remedial and At-Risk Students: The Principal Can Make a Difference.
PY: [1988]
NT: 20 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Independent-Reading; Reading-Centers; Reading-Materials; Sustained-Silent-Reading
DE: *High-Risk-Students; *Instructional-Leadership; *Principals-; *Reading-Programs; *Remedial-Reading
AB: In supporting independent or contextual reading, the principal can make a major difference in the lives of remedial and at-risk students. Initially, curricular congruence should be firmly established so that learning center staff and classroom teachers mutually support the use of school time for developing students' fluency. In addition, sustained silent reading and paired repeated reading are specific strategies to consider for remedial students who already have experienced failure. Conversely, maintenance of reading levels, reading recovery, and

paired reading are useful suggestions for children who are at risk of failing. These approaches, if used positively, can benefit students in remedial and preventive ways. A perceptive principal will work cooperatively with teachers, guiding them to match the best approaches with the needs of students to develop fluency and lifetime reading habits. (Twenty-six references are attached.) (RS)

AN: ED284173
AU: Sanacore,-Joseph
TI: Family Trends and the Need for Cross-Cultural Reading Interventions.
PY: [1987]
NT: 12 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cross-Cultural-Studies; Educational-Needs; Family-Environment; Foreign-Countries; Primary-Education; Reader-Text-Relationship; Reading-Aloud-to-Others; Reading-Failure; Reading-Instruction; Teaching-Methods
DE: *High-Risk-Students; *Prevention-; *Reading-Ability; *Reading-Difficulties; *Reading-Improvement; *Reading-Programs
AB: Children are faced with an increased potential for academic failure due to less stable family lives and career-oriented parents. Cross-cultural reading instruction practices and programs can provide insights that could prevent such failure for children at-risk. One such program is the reading maintenance program used in Denmark, wherein groups of five selected children meet with a reading teacher for 2 hours of daily instruction for 10 weeks. Reading teachers attempt to adhere to the classroom curriculum, and focus on reading aloud, copying passages, and discussing miscues or errors. A similar program is Reading Recovery, used in New Zealand, wherein at-risk first grade students meet with an instructor for 30 minutes a day for 15-20 weeks. Instruction focuses on teacher modeling of fluent reading, and student reading of short easy books to develop their own fluency. A third program, Paired Reading, used in the United Kingdom, involves parents and children reading together. Children read to themselves until they reach a difficult passage, then parent and child read together, the adult modeling difficult words until the child can read them alone. The reading programs mentioned are only three of many aimed at prevention. They require extra funding, but will save money in remedial programs in the long run, while addressing students' real needs. (Highlights of the three programs are attached, and references are included.) (JC)

AN: ED256483
AU: Sperling,-Barbara-A.
TI: Lively Ideas for Building Reading Readiness and Language Skills in Extended Day Kindergarten.

PY: 1985
NT: 43 p.; Paper presented at the Missouri State Council International Reading Association Spring Conference (Cape Girardeau, MO, April 12, 1985).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Language-Skills; Prereading-Experience; Primary-Education
DE: *Expectation-; *Extended-School-Day; *High-Risk-Students; *Kindergarten-; *Reading-Readiness; *Teaching-Methods
AB: Teachers of extended day kindergarten classes and regular kindergarten classes are encouraged to help the poor risk child, who demonstrates the potential for having difficulty with the academics of first grade, by identifying the child's levels in reading readiness, developing the hows and whys of learning (teaching the child how to learn), emphasizing language skills that support reading, and always reading to the child. Discussion of these approaches points out additional techniques teachers can use to improve reading readiness. Appended to the discussion is an outline of reading readiness skills with coordinated lists of expectations for student performance and suggested learning activities provided for association, visual, auditory discrimination, and language skills. (RH)

AN: ED297358
AU: Spiegel,-Richard-A.
TI: Computers and the Waterways' Project.
PY: 1988
AV: The Waterways Project, 799 Greenwich St., New York, NY 19914 ($1.00).
NT: 10 p.; Paper presented at the Conference of the New York State Association for Computers and Technology (Rye, NY, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Adult-Education; Computer-Uses-in-Education; Ethnic-Groups; Nontraditional-Education; Poetry-; Special-Education
DE: *Computer-Assisted-Instruction; *High-Risk-Students; *Writing-for-Publication
AB: Begun in 1979, the Waterways Project, which provides literary arts program experience for at risk students in New York City, is described in this paper. The Waterways Project was started as a service organization for small press publishers and writers. The paper recounts the project's involvement in book fairs, computer programming, a literary arts publishing program, and adult poetry workshops. The director of the project relates of several students' experiences with individualized lessons at the computer. The paper also describes the project's clientele, i.e., students with drug problems, high school dropouts, and youths in transition. The goal of the project is identified in the paper as giving students the encouragement to try to have their work published, which is intended to give them direction. An appendix containing the project's history concludes the paper. (MS)

AN: EJ381882
AU: Trachtenburg,-Phyllis; Ferruggia,-Ann
TI: Big Books from Little Voices: Reaching High Risk Beginning Readers.
PY: 1989
JN: Reading-Teacher; v42 n4 p284-89 Jan 1989
AV: UMI
DE: Classroom-Research; Computer-Uses-in-Education; Content-Area-Reading; Decoding-Reading; Grade-1; Language-Experience-Approach; Primary-Education; Reading-Improvement; Reading-Instruction; Reading-Research
DE: *Beginning-Reading; *High-Risk-Students; *Reading-Strategies
AB: Discusses how interactive, whole class techniques (using a student-generated Big Book adaptation of "Corduroy") improved the reading skills of high risk first grade readers. Describes several activities, including sight word strategies, decoding techniques, and word processing, and suggests 27 Big Books for use with these activities. (MM)

AN: EJ383935
AU: Watson,-Daniel-L.; And-Others
TI: Teaching Bilingual Students Successfully.
PY: 1989
JN: Educational-Leadership; v46 n5 p59-61 Feb 1989
AV: UMI
DE: Elementary-Secondary-Education; Language-of-Instruction; Language-Proficiency
DE: *English-Second-Language; *High-Risk-Students; *Limited-English-Speaking; *Second-Language-Instruction
AB: In Sheltered English classrooms, teachers help Limited English Proficient and Fluent English Proficient students through the difficult task of learning academic content while mastering a second language. (Author/TE)

AN: ED293105
AU: Yukish,-Joseph-F.; Fraas,-John-W.
TI: Success of Old Order Amish Children in a Strategy-Oriented Program for Children at Risk of Failure in Reading.
PY: 1988
NT: 54 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Beginning-Reading; Cultural-Background; Cultural-Context; Grade-1; Primary-Education; Reading-Improvement; Reading-Research; Reading-Strategies
DE: *Cultural-Differences; *Cultural-Influences; *High-Risk-Students; *Reading-Difficulties; *Reading-Programs
AB: Evaluating the effectiveness of the Reading Recovery program pioneered in New Zealand by Marie Clay (daily supplemental

lessons, for students with reading difficulties, which develop a strategy-oriented, self-improving reading system), a study examined the success of the program in an Old Order Amish population of first-grade students from Ohio. Subjects, 44 first-grade students from five elementary schools in the East Holmes (Ohio) Local School District, included 15 non-Amish and 29 Old Order Amish children. Four categories of students were defined: (1) Reading Recovery children, who received 60 or more lessons or who were officially discontinued from the program; (2) Discontinued Reading Recovery children, who successfully completed the program; (3) Not Discontinued Reading Recovery children, who were not officially released from the program but who discontinued for other reasons; and (4) Non-Reading Recovery children, who served as a comparison group. Observational assessments included letter identification, word test, concepts about print, writing vocabulary, dictation, and text reading. Results indicated that the differences between the Amish culture and the public school environment did not inhibit the progress of Amish children in a strategy oriented program of beginning reading instruction for at-risk readers. Amish children were recovered at an unusually high rate in a shorter period of time than the non-Amish students. (Six tables are included and 30 references are appended.) (MM)

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